

**THE CORRELATION BETWEEN VOCABULARY
AND READING COMPREHENSION ACHIEVEMENT
OF THE NINTH GRADERS**

A THESIS

**In a Partial Fulfillment of the Requirement for the
Barchelor Degree in English Language Teaching**



By

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1213012017

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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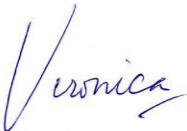


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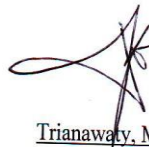
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ABSTRACT

Mulyono, Angela Irene .2018. "*The Correlation between Vocabulary and Reading Comprehension Achievement of the Ninth Graders.*" Surabaya: English Departement of Faculty Teacher Training and Education, Widya Mandala Catholic University.

Keywords: Correlation, Vocabulary, Achievement, Reading Comprehension
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English is now learned by many learners throughout the world but not all of them are aware of the importance for vocabulary and reading in the learning English. As a result, learners are not that interested to learn English through reading because the learners do not know the meaning of the word and the reading text is too long to make the learners interested in reading. As a result, the learners do not have enough vocabulary and background knowledge to understand the text well.

Based on the fact above, the researcher conducted this research to find out whether there was high correlation between vocabulary and reading comprehension achievement of the ninth graders. For this purpose, the researcher administered the test twice to the ninth graders. The researcher used ANOVA (Analysis Variance) to choose the sample of the data. After that, the researcher conducted the test try out first to find out the reliability, item analysis for each number and validity of the test. Next, the test was revised on the basis of the test try out before it was used to collect' vocabulary and reading comprehension test scores. Then, the researcher conducted the test again and used Pearson Product Moment to analyze the correlation between vocabulary and reading comprehension achievement of the ninth graders.

The statistic calculation resulted that the Pearson Product Moment was 0,2337. It meant that the correlation between vocabulary and reading comprehension achievement of the ninth graders was weak. To find out whether there was a high correlation between vocabulary and reading comprehension achievement, the researcher used the r-correlation coefficient. To use the r-correlation coefficient, the researcher needs to know the learners who participated on the test were 71 learners. As a result, the r-correlation coefficient was 0,2335. Based on that, r_{xy} was bigger than r- correlation coefficient ($0,2337 > 0,2335$). It could be concluded that null hypothesis was rejected and alternative hypothesis was accepted meaning that if the learners scored high on the vocabulary, they will also score high on reading comprehension. However, this positive correlation is not high, it was weak because instrument of vocabulary is very low.

Based on the result of the study, the researcher suggests the learners to do a lot of vocabulary exercises and read a lot of books to improve their reading comprehension and vocabulary achievement. To the teachers, the researcher suggests that they give more vocabulary exercises when teaching reading comprehension.